



## TEACH POOLE – MULTI ACADEMY TRUST

### JOB DESCRIPTION

Job Title:	<b>Speech and Language Therapist</b>
School:	<b>TEACH Poole</b>
Salary Grade:	<b>G - J (Point 18 – 35)</b>
Responsible to:	<b>Head of Inclusion and SEND</b>
Responsible for:	<b>Speech and Language Therapy Assistants</b>
Contracted Hours:	<b>35 hours per week – term time plus two weeks</b>
Working Times:	<b>To be confirmed</b>

#### **Main Job Purpose**

1. To provide a speech and language therapy service to school-aged pupils with speech, language and communication needs, and associated learning difficulties.
2. To assess, diagnose and provide speech and language therapy to individual children and groups.
3. To have responsibility for the provision of Speech & Language Therapy for pupils attending the Canford Heath Infant and Junior School SLCN Resourced Base Provision for a specified caseload, including providing assessments, therapy intervention, therapy programmes, parent/staff training and contributing to individual Education, Health and Care Plans (EHCPs) where required.
4. To provide advice more widely to teachers, TAs (Teaching Assistants) and parents about the Speech, Language and Communication needs of individual pupils.

#### **Main Responsibilities and Duties**

##### **Clinical**

1. To carry own caseload and be responsible for the assessment, diagnosis, treatment and monitoring of those pupils.
2. To be able to prioritise, set goals and monitor outcome and impact of therapy on pupil progress.
3. To liaise closely with wider school staff in order to provide advice and programmes for specific children as appropriate.
4. To liaise with the Therapy Assistants and contribute to joint planning and review sessions.
5. To write reports reflecting specialist knowledge in relation to children within a Special Educational Needs (SEN) setting.
6. To attend annual reviews when required and provide professional reports for review and follow up any necessary actions.

7. To develop knowledge and skills regarding speech, language and communication development in children and work with multi agency services and education staff to raise standards of speech, language and communication skills in children in the Resourced Base Provision, TEACH Trust schools and where required, more widely.
8. To participate fully in clinical governance.
9. To contribute to the planning, implementation and evaluation of service developments.
10. To contribute to the development, implementation and evaluation of therapy pathways, referral routes, plans and packages linked to the available evidence base.
11. To undertake any reasonable additional duties and responsibilities as the Head of Inclusion and SEND, CEO or Headteacher determines to be necessary to meet the needs of the role and the Trust.

### **Teaching, Training and Support**

1. To provide support/training to school staff and other professionals working with pupils on caseload.
2. To provide support/training to parents and carers.
3. To liaise with and provide information to colleagues about therapy provided to relevant pupils.
4. To provide observation sessions for Speech & Language Therapy university students as and when required.
5. To provide observation / joint sessions and peer support to the Therapy Assistant as and when required.
6. To lead training within the Trust, as and when required.

### **Professional**

1. To abide by national and local professional standards.
2. To be a current and ongoing member of the Health Care Professions Council (HCPC) and the Royal College of Speech & Language Therapists (RCSLT).
3. To take responsibility for maintaining and updating professional knowledge and skills in line with required Continued Professional Development standards by governing bodies.
4. To comply with Trust policy and procedures including those related to safeguarding, health and safety and infection control.
5. To attend and support wider school events such as parents' evenings, training and meetings, where required.
6. To attend department meetings and contribute accordingly.
7. To maintain a high standard of administrative duties, including the keeping of pupil records, the return of data, monitoring forms and contribution to annual review within the time frame specified.
8. To participate fully in clinical governance including quality and audit initiatives.
9. To participate fully in supervision, recognising own professional boundaries when necessary.
10. To maintain a portfolio of evidence required while a newly qualified practitioner.
11. To remain up to date with local and national initiatives and research appropriate to the clinical field.

### **Supervision and Management of People**

1. Management and responsibility of the Therapy Assistants to ensure consistency of the delivery of speech, language and communication therapies between home and school.
2. Delegating any relevant speech and language therapy tasks to the Therapy Assistants, and Teachers/Teaching Assistants and provide support to them as required.

## **Knowledge and Skills**

1. Be a qualified Speech and Language Therapist.
2. Experience of working with children with a range of special educational needs, particularly speech, language and communication difficulties and associated learning difficulties.
3. Experience of multi-disciplinary, multi-agency team working.
4. Experience of working with professionals from other agencies.
5. Knowledge and use of total communication approaches, to include:
  - Key-word signing
  - Augmentative and Alternative Communication (AAC)
  - Visual communication strategies
6. Excellent organisational and communication skills.
7. Good level of Information and Communications Technology (ICT) skills including the ability to extend on knowledge to include symbol programmes and specialist assistive technology.
8. Some knowledge/experience of effective teaching methods and techniques, and behaviour management skills.
9. Some knowledge of national curriculum standards.
10. Some knowledge of skills and operating procedures within schools.

## **Creativity and Innovation**

1. Creativity is needed to ensure a stimulating learning experience and to engage pupils in new activities to promote speech, language and communication skills.
2. The post holder will assist in the development of operating procedures and teaching programmes for individual and group therapy.
3. Interpersonal skills and an adaptive approach is needed to encourage and maintain the good behaviour of individuals, groups of pupils and other stakeholders.

## **Contacts and Relationships**

1. To pass on information to staff, parents/carers and partner organisations on pupils' progress.
2. To assist class teachers and TAs to deliver speech, language and communication skills.
3. To develop working relationships with families and carers having special awareness of those experiencing socio economic disadvantages or from protected characteristic groups.

## **Work Environment**

Work is not generally subject to interruption to the programme of tasks. It does not require undue physical effort and is usually carried out indoors in agreeable working surroundings.

Prepared by: TEACH Poole  
Date: April 2024



**PERSON SPECIFICATION**

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<b>ATTRIBUTES</b>	<b>CRITERIA</b>	<b>METHOD OF ASSESSMENT</b>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with children</li> <li>• Experience in the delivery of speech, language and communication therapies</li> <li>• Experience of working with children preferably with SEN</li> </ul>	Application form Interview References
<b>Qualifications &amp; Training</b>	<ul style="list-style-type: none"> <li>• BSc Honours in Speech and Language Therapy (or equivalent)</li> <li>• HCPC registration</li> <li>• RCSLT registration (NQP accepted)</li> </ul>	Application form Certificates Interview
<b>Aptitudes &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• Creative and innovatory skills to ensure a stimulating learning programme and experience to help promote the development of speech, language and communication</li> <li>• Ability to support the development of policy on operating and teaching procedures</li> <li>• Good interpersonal skills</li> <li>• Ability to adapt teaching styles to encourage and maintain good behaviour</li> <li>• Excellent organisational skills</li> <li>• Perseverance and patience</li> <li>• Good verbal and written communication skills</li> <li>• Strong commitment to the development of children</li> <li>• Ability to manage confidential information with discretion</li> </ul>	Application form Interview References
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Speech and Language Assessments</li> <li>• Typical developmental norms</li> <li>• A holistic knowledge of Speech and Language Therapy approaches</li> <li>• Experience of multidisciplinary working</li> <li>• Knowledge of Microsoft Office suite</li> <li>• Knowledge of effective teaching methods, techniques and behaviour management skills</li> </ul>	Application form Interview References
<b>Attitude / Motivation</b>	<ul style="list-style-type: none"> <li>• Self-motivated</li> </ul>	Application form Interview

	<ul style="list-style-type: none"> <li>• Passionate about working with children with SEN</li> <li>• Ability to instigate and initiate</li> <li>• A flexible and adaptable approach</li> <li>• Commitment to help and support children and parents</li> <li>• A team player</li> </ul>	References
<b>Other Factors</b>	<ul style="list-style-type: none"> <li>• Ability to manage and prioritise a busy workload</li> <li>• Commitment to Equal Opportunities</li> <li>• Enhanced CRB check</li> </ul>	Application form Interview References DBS process